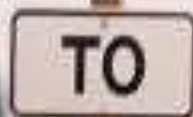




Northshore Second Right



ING
NOISE IN
RGENCY
VIOLATES



OMERSE...JE
ESEL F

WERA Conference

Northshore School District
Focus on High Quality Instruction

District Leadership

- Attributes of Highly Reliable Organizations
- Non-negotiable goals- focus on instruction
- District level work
 - Ensure Collaborative Goal Setting
 - Establish Nonnegotiable Goals for Achievement and Instruction
 - Create Board Alignment and Support
 - Monitor Nonnegotiable Goals
 - Allocate Resources

Recognize the *Second Order Change*

- Know the implications of your Initiatives
- Acknowledge an acceptable level of tension
- Maintain a united front as district leaders
- Keep the big ideas in front (Instructional Core)
- Use what you know about the culture to leverage the change
- Communicate with “*Sticky Messages*”
- Support and manage personal transitions

Tightly Coupled Systems

- Are self-correcting, rational systems with highly independent components
- Have consensus on goals and the means to accomplish those goals
- Can coordinate activity by disseminating information
- Have predictable problems and the means to address those problems

At the heart of it...

- What do we believe about learning?
 - Learner's stance – ongoing and embedded
 - Gradual Release of Responsibility
 - Inquiry approach
 - Expertise

NSD Instructional Vision



Instructional Expertise

“If teacher practice is to improve to the level required for quality learning for all students, schools can no longer be places for the private practice of teaching.”

Fink and Markholt, 2011

Reciprocal Accountability

- Ultimately it's about leadership
 - We must open up our doors and our practice
 - District and school leaders must understand instruction in order to lead it
- How?
 - Principals as Instructional Leaders
 - Networks- collaborate and calibrate
 - Instructional Rounds
 - Teacher Leadership

It's not all theory

- Do we have the
 - capacity
 - Resources– time and money
 - Communication

Elementary Journey

- What do we believe about leading, teaching, and learning?
- What do we need to support high quality instruction?
- How do we stay on course and hold ourselves accountable?

It's all about Leadership

District

- Set the vision- the “right work”
- Provide resources and aligning systems and structures

School

- Operate in the context of non-negotiable district goals
- Develop capacity among teachers

Teacher

- Every one a learner
- Every one a leader

District Leadership 2009-2010

- Hired three elementary TOSAs
- Developed and implemented common assessments
- Implemented Data Dashboard
- Provided professional development in Assessment Literacy
- Common Curriculum (Math)

School Leadership 2009-2010

Forming New Practices

- Core Instruction
- Student Portfolio Folders
- Spring Intervention
- Structures for Collaboration

School Leadership 2009-2010

Professional Development

- Coaching support
- Learning Labs
- Topics
 - Conferring
 - Gradual Release of Responsibility (modeling)
 - Running Records
 - PLCs
 - Using Protocols

And Allington influenced our work:

What Really Matters in Response To Intervention

- Just Right books
- Small groups
- Teachers (certs) working with their neediest learners
- Support staff helping teachers to support students
- Built classroom libraries
- Kindergarten Swat Team
- ELL before school and lunch programs
- LC before school program for 5th and 6th
- Increased opportunities for struggling learners (conferring, parent training)

Teacher Leadership 2009-2010

- Common Assessments
- Assessment Literacy
- Data Entry and Display Systems
- Collaborative Structures and Systems

District Leadership 2010-2011

- Common Curriculum (Literacy Adoption)
- Principal Networks
- Instructional Rounds
- Teacher Leadership- Professional Development
- Instructional Framework
- UW CEL Five Dimensions

School Leadership 2010-2011

Forming New Practices

- PLCs supported math talk
- Student Portfolio Folder update
- Urgency Team
- Classroom Intervention Schedule
- Balanced Literacy

School Leadership 2010-2011

Professional Development

- Learning Labs
- Network Rounds and Reports
- Topics
 - Small group instruction
 - Five Dimensions: purpose, student engagement
 - Read aloud, shared reading
 - Words Their Way
 - Math Talk

Teacher Leadership 2010-2011

- Common Curriculum (Literacy Adoption)
- Principal Networks- Instructional Rounds
- Teacher Leadership- Professional Development
- Instructional Framework

District Leadership 2011-2012

- Professional Development for literacy is embedded at each school
- Networks' focus: Defining quality instruction-
Student Interaction within the Gradual Release
of Responsibility

School Leadership 2011-2012

Forming New Practices

- Literacy Adoption
- Teacher Leadership
- Shared Data
- Extended Day Tutoring

School Leadership 2011-2012

Professional Development

- Learning Labs
- Benchmark Training
- Network Rounds and reports
- Topics
 - Strategy instruction
 - Five Dimensions: Purpose
 - Understanding Gradual Release

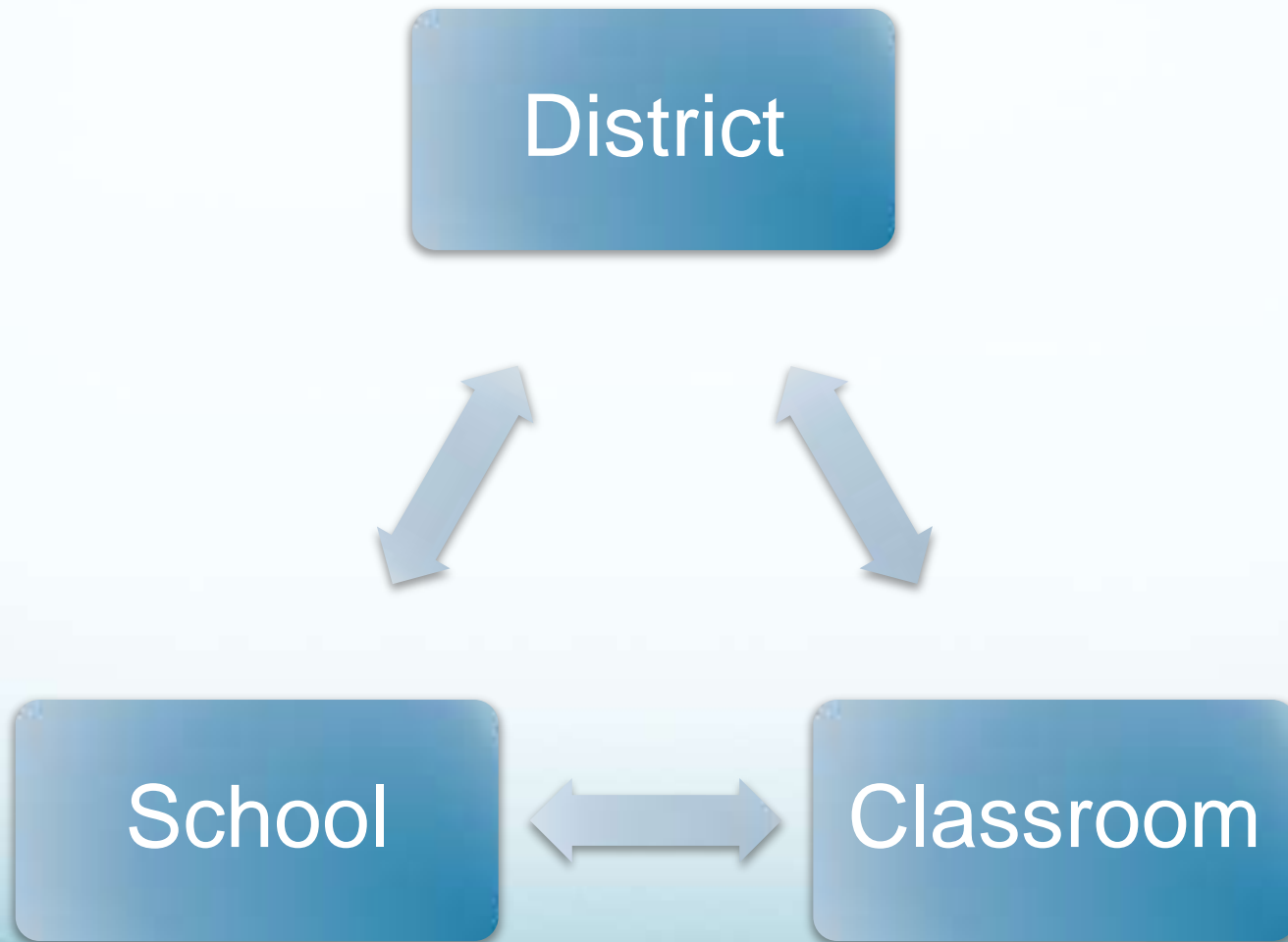
Teacher Leadership 2011-2012

- School-Based Professional Development
- Leadership Teams
- Professional Learning Community

Secondary Journey

- What do we believe about leading, teaching, and learning?
- What do we need to support high quality instruction?
- How do we stay on course and hold ourselves accountable?
- How do we understand our past in order to know what conflicts we needed to transcend?
 - NSD has a complex math history.
 - Math wars and more

Cohesive Leadership



District Leadership

“To free ourselves from habit, to resolve the paradoxes, to transcend conflicts to become the masters rather than the slaves of our lives, we must first see and remember, and then, forget. That is why true learning begins with unlearning - - and why unlearning is one of the recurring themes of our story.” (pg. 65)

On Becoming a Leader, Warren Bennis; 2009

School Leadership

- Moving principals from managers to instructional leaders
- Understanding what high leverage math practices looked like in 'action'

TOSA and Teacher Leadership

- It's not about the curriculum, it's about the instructional strategies
- Instructional rounds informed next steps for determining teacher professional development

3-2-1-Bridge

Your Initial Responses to the Topic	Your New Responses to the Topic
3-Thoughts/Ideas	3- Thoughts/Ideas
2-Questions	2-Questions
1-What are you currently doing in your own district?	1-What are you currently doing in your own district?

Bridge:

Explain how your new responses connect to your initial responses.

4 Corner Discussion

What are some of your thoughts and/or questions right now?

Choose a corner in which to engage in further conversations and ask questions of district teams. Feel free to move between corners.

Corner 1- ISD Elementary

Corner 2- NSD Elementary

Corner 3- ISD Secondary

Corner 4- NSD Secondary

